



## R P Dawkins Middle

1300 East Blackstock

Moore, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	815 Students	
<b>Principal</b>	Ken Kiser	864-576-8088
<b>Superintendent</b>	Darryl Owings	864-576-4212
<b>Board Chair</b>	Mr. Alex Meadows	864-576-4212

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>Average</b>
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

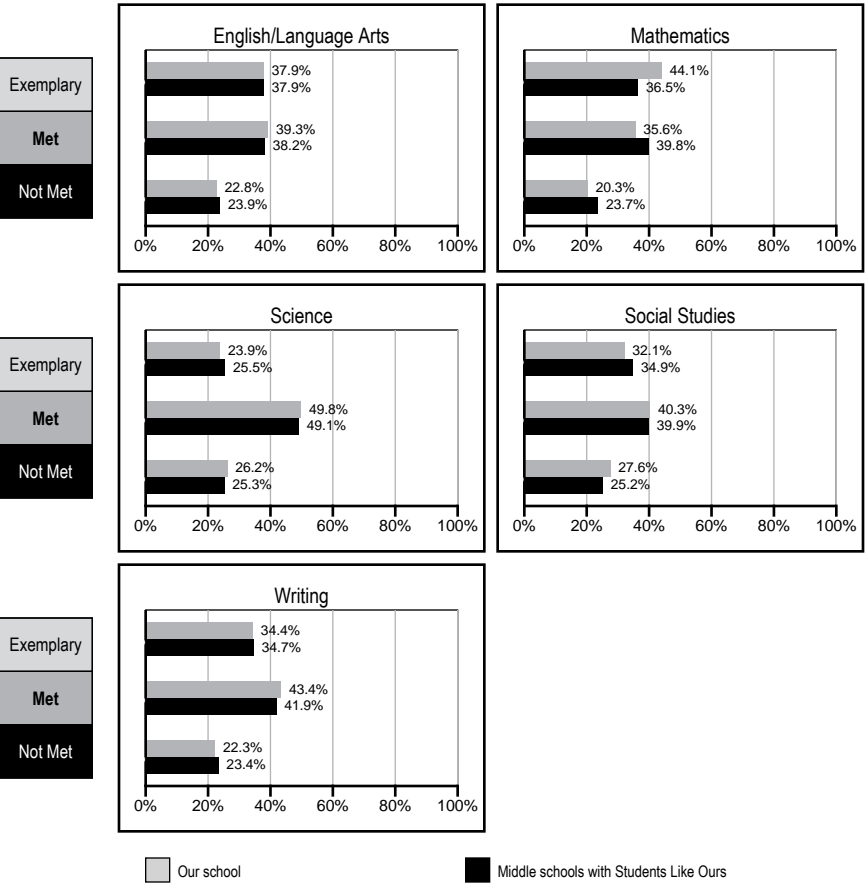
96%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
4	16	16	0	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	99.1%
English 1	N/A	94.3%
Physical Science	N/A	69.3%
US History and the Constitution	N/A	100.0%
All Subjects	100.0%	98.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=815)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	15.4%	Down from 16.3%	27.2%	21.6%
Retention rate	0.0%	Down from 0.4%	1.1%	1.2%
Attendance rate	97.3%	Up from 97.1%	96.3%	95.9%
Eligible for gifted and talented	33.3%	Down from 37.5%	22.6%	14.8%
With disabilities other than speech	7.2%	Down from 8.2%	11.2%	12.6%
Older than usual for grade	0.2%	Down from 0.8%	1.5%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.5%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=54)</b>				
Teachers with advanced degrees	72.2%	Down from 74.1%	60.2%	56.9%
Continuing contract teachers	75.9%	Up from 74.1%	77.3%	72.7%
Teachers with emergency or provisional certificates	0.0%	No Change	4.6%	5.3%
Teachers returning from previous year	85.4%	Down from 85.6%	85.6%	82.9%
Teacher attendance rate	95.3%	Down from 95.6%	95.2%	95.2%
Average teacher salary*	\$50,917	Up 6.2%	\$48,378	\$46,599
Professional development days/teacher	17.4 days	Up from 15.4 days	10.6 days	10.8 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio in core subjects	21.9 to 1	Down from 23.0 to 1	21.5 to 1	20.1 to 1
Prime instructional time	92.2%	Up from 92.1%	90.5%	89.9%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	98.2%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$6,418	Up 9.9%	\$6,987	\$7,645
Percent of expenditures for instruction**	69.7%	Up from 69.4%	66.3%	63.4%
Percent of expenditures for teacher salaries**	51.7%	Down from 66.5%	59.7%	57.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The mission of Dawkins Middle School is to provide a safe, challenging, and positive learning environment where all students have the opportunity to be successful and prepare for their future. Our students and faculty have earned numerous awards and recognitions for their accomplishments this school year in academics, fine arts, athletics, and community service. In academics, we have 432 Honor Roll students that have earned state and national Beta Club convention awards, 57 Junior Scholars, 8 Duke Tip Scholars, and 100% Algebra EOC passing rate. Our students compete in the Math Counts, Battle of the Brains, and Knowledge Master Open academic competitions. In fine arts, our students earned superior ratings in orchestra, band, and chorus while winning many regional art awards. In athletics, Dawkins students were Peachtree Conference champions in football (undefeated), volleyball (undefeated), girl's basketball (undefeated), boy's basketball, and individual wrestling. Our students were also very active in community service projects by delivering meals for Mobile Meals, donating hundreds of books to needy children in the community, raising \$5,440 for Relay for Life, and donating over \$1,300 to feed hungry children through the Rice Bowls program.

The teachers at Dawkins Middle School are professional, caring, dedicated, talented, and very involved with our students, both in the classroom and with extracurricular activities. Our parents are very supportive and actively involved in the education of our students. The school district superintendent, administration, and board of trustees are very supportive and actively involved with the education of our students and visit our school often to interact with the students and staff. Students at Dawkins Middle School have the combined support of their teachers, administrators, parents, community partners, district staff, school board, and superintendent. We believe that by working together we can provide the safest, most challenging, and most positive environment possible for our students as we prepare them for their future.

We believe that preparing students for their future requires a commitment to excellence in academics, fine arts, athletics, and a positive attitude. Our Dawkins Middle School family is dedicated to the preparation of our students for their future in all of those areas, and we look forward to the continued success of our students.

Ken Kiser - Principal  
Steve Martin - SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	263	75
Percent satisfied with learning environment	100.0%	86.3%	88.9%
Percent satisfied with social and physical environment	100.0%	90.1%	93.2%
Percent satisfied with school-home relations	95.0%	86.6%	87.5%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 31 out of 33 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.3%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	824	99.8	22.8	39.3	37.9	84.2	83.1	82.8	Yes	Yes
<b>Gender</b>										
Male	437	99.5	24.9	36.7	38.4	82.4	80.5	79.3	N/A	N/A
Female	387	100	20.3	42.3	37.4	86.3	85.8	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	414	100	11.1	37.4	51.5	92.9	88.9	89.5	Yes	Yes
African American	296	99.7	39.6	42.4	18	71.2	75.7	73.7	Yes	Yes
Asian/Pacific Islander	53	100	7.8	37.3	54.9	96.1	88.6	92.3	Yes	Yes
Hispanic	57	98.3	34.7	38.8	26.5	75.5	73.8	76.5	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	80	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	58	100	75	19.6	5.4	42.9	50.4	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	48	100	36.4	52.3	11.4	72.7	73	75.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	343	99.4	38.4	43	18.6	71.3	76.3	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	824	99.8	22.4	39.5	38.2	83.7	79.2	78.9	Yes	Yes
<b>Gender</b>										
Male	437	99.5	22.9	37.9	39.1	82.6	77.6	77	N/A	N/A
Female	387	100	21.7	41.2	37.1	84.9	80.9	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	414	100	8.8	39.1	52	94.9	86.9	87.2	Yes	Yes
African American	296	99.7	42.1	43.9	14	66.5	67.2	66.7	Yes	Yes
Asian/Pacific Islander	53	100	11.8	21.6	66.7	90.2	84.6	93	Yes	Yes
Hispanic	57	98.3	28.6	38.8	32.7	83.7	73.4	76	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	85	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	58	100	69.6	28.6	1.8	42.9	39.3	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	48	100	31.8	43.2	25	77.3	72.6	76.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	343	99.4	38.1	43.3	18.6	70.7	71.1	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	553	99.5	25.8	50.1	24.1	74.2	68	67.5
<b>Gender</b>								
Male	290	99.3	26	46.2	27.8	74	68.1	67
Female	263	99.6	25.6	54.5	19.9	74.4	67.8	68
<b>Racial/Ethnic Group</b>								
White	278	99.6	11.8	52.9	35.4	88.2	78.3	79.5
African American	199	99.5	48.4	45.1	6.5	51.6	52	50.3
Asian/Pacific Islander	34	100	14.7	47.1	38.2	85.3	73.2	84.3
Hispanic	40	97.5	25	61.1	13.9	75	61.9	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	78.6	71.2
<b>Disability Status</b>								
Disabled	39	97.4	81.1	13.5	5.4	18.9	27	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	33	100	43.3	50	6.7	56.7	57	59.6
<b>Socio-Economic Status</b>								
Subsided meals	220	99.1	43.3	46.4	10.3	56.7	57.7	55.1

**Social Studies**

All Students	557	99.6	27.3	40.5	32.2	72.7	72.6	72.3
<b>Gender</b>								
Male	298	99.7	27.3	35.3	37.4	72.7	71.9	71.5
Female	259	99.6	27.3	46.7	26	72.7	73.4	73.2
<b>Racial/Ethnic Group</b>								
White	269	99.6	13.5	41.9	44.6	86.5	80.2	80.7
African American	208	99.5	48.5	40.2	11.3	51.5	59.6	60
Asian/Pacific Islander	37	100	8.6	28.6	62.9	91.4	83.8	88.5
Hispanic	41	100	27	45.9	27	73	67.9	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	84.6	72.2
<b>Disability Status</b>								
Disabled	37	97.3	76.5	17.6	5.9	23.5	37.6	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	32	100	33.3	46.7	20	66.7	67.6	67.9
<b>Socio-Economic Status</b>								
Subsided meals	241	99.6	44	41.3	14.7	56	62.9	62.1

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	822	100	22.3	43.4	34.4	77.7	72.3	70.2	97.3	96.6
Gender										
Male	438	100	26.7	44	29.3	73.3	66.8	63.2	97.1	96.5
Female	384	100	17.2	42.6	40.2	82.8	77.8	77.5	97.5	96.6
Racial/Ethnic Group										
White	412	100	11.1	41.2	47.7	88.9	80.4	79.1	97.2	96.2
African American	297	100	39.2	45.9	14.8	60.8	61.9	57.6	97.4	96.9
Asian/Pacific Islander	53	100	11.8	37.3	51	88.2	81.6	86.2	97.7	97.4
Hispanic	56	100	23.1	53.8	23.1	76.9	59.2	62.6	97.5	96.8
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	60	68.7	98.5	96.5
Disability Status										
Disabled	60	100	81	17.2	1.7	19	23.2	26.1	96.2	95.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.7
English Proficiency										
Limited English Proficient	48	100	39.1	50	10.9	60.9	55.8	61.2	96.7	96.8
Socio-Economic Status										
Subsidized meals	332	100	37.9	46.6	15.4	62.1	61.1	58.9	96.9	96.2

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	243	99.6	28.9	40.9	30.2	71.1
	7	285	100	22.9	41.7	35.4	77.1
	8	296	99.7	17.7	35.8	46.5	82.3
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	243	99.6	27.1	33.3	39.6	72.9
	7	285	100	19.2	47.2	33.6	80.8
	8	296	99.7	21.6	36.9	41.5	78.4
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	122	100	37.8	45.9	16.2	62.2
	7	285	99.3	22.6	56.7	20.7	77.4
	8	146	99.3	22.5	40.6	37	77.5
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	122	100	21.1	58.8	20.2	78.9
	7	285	99.3	33	37.8	29.3	67
	8	150	100	21.5	31.3	47.2	78.5
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	239	100	26.4	43.6	30	73.6
	7	286	100	20.1	45.1	34.8	79.9
	8	297	100	21	41.6	37.4	79

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample